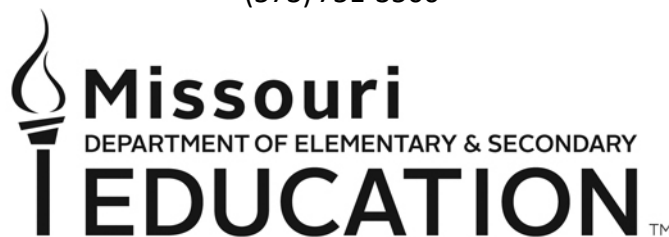


2024-2025

BMIT Mentoring Manual



Career Education
Office of College and Career Readiness
(573) 751-3500



Office of College and Career Readiness

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Career Education Mentoring Program for new and returning teachers.

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The Missouri Career Education Mentoring Program is supported by funds from the Department of Elementary and Secondary Education, Office of College and Career Readiness, Jefferson City, Missouri. However, the contents herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education, Office of College and Career Readiness, and no official endorsement should be inferred.

WELCOME TO THE MISSOURI CAREER EDUCATION MENTORING PROGRAM FOR NEW AND RETURNING TEACHERS

Congratulations on accepting the challenge of participating in the Career Education Mentoring Program for new and returning teachers. This opportunity will offer growth and learning to both the protégé and the mentor in a collaborative relationship. The goal of the mentoring program is to develop shared connections within the teaching profession. This manual offers a snapshot of the mentoring year and the resulting relationship. The focus is on the journey, not just the destination.

Through the mentoring program, the Missouri Department of Elementary and Secondary Education (DESE) and the Office of College and Career Readiness seek to support the protégé and the mentor in creating a professional learning team. The mentoring program offers an opportunity for some of Missouri's most talented and respected teachers to draw from their experiences and knowledge to enhance the professional skills of new and returning teachers.

The mentoring manual contains support materials and suggestions for the mentoring year. The information in the manual is designed for mentors and protégés to guide the mentoring process together.

THE IMPORTANCE OF MENTORING

Student success is achieved, in part, by good teaching. Mentoring, when built on collaborative relationships with good communication, trust, and respect, is powerful in supporting, developing, and retaining quality teachers in the profession. The magic of teaching can be contagious when shared through a mentoring partnership.

PARTICIPANTS IN THE MENTORING PROGRAM

The following role descriptions for the Career Education Mentoring Program should provide an understanding of the participants and their relationships. **Mentors** are the experienced teachers selected to work with the new and returning teacher protégés throughout the school year.

The mentor:

- Communicates a minimum of twice per month with the protégé to provide support throughout the school year.
- Collaborates with the protégé to identify the needs and matches experiences to meet those needs.
- Offers ideas and strategies on classroom management, including labs, discipline, working with parents, and other needs as indicated by the protégé.
- Attends required mentoring meeting scheduled by DESE.
- Encourages the protégé to attend professional development meetings relevant to content area needs.
- Consults with the content advisors in a timely manner whenever help is needed with the mentoring experience, or no contact is received from protégé.
- Completes a *Mentor Comment Form* to be submitted back to the protégé by the stated deadline. Then, after discussion, the protégé uploads the completed experience and comment form to Google.
- Completes a Mentor/Protégé Visit report. Upon completion of the visit, the completed form will be uploaded to Google by the protégé.
- Completes monthly communication logs
- Completes program evaluation survey in spring.

(Specific deadlines are noted on the calendar)

Protégés may be new to the profession of teaching, new to the program area, or returning after having been out of the classroom for a time.

The protégé:

- Works closely with the mentor identifying, selecting, and completing mentoring experiences. These mentoring experiences are designed to help the protégé meet challenges and needs arising in the classroom and when working with students and parents.
- Works with the mentor to better understand and meet the needs of state required reporting and expectations.
- Attends required mentoring meeting.
- Participates in required meetings with the mentor and other professionals.
- Communicates and responds with the mentor to request advice, resources, and answers to questions.
- Sends documentation of completed experiences to mentor as noted by stated deadlines on the calendar. The Mentor will complete *Mentor Comment Form* to be submitted back to the protégé by the stated deadline. Then, after discussion, the protégé uploads the completed experience and comment form to Google.
- Upload the completed Mentor/Protégé Visit report after the required in person visit.
- Completes program evaluation survey.
- Lets the content advisor know if there are no responses from mentor.

(Specific deadlines are noted on the calendar)

Content advisors are individuals from the field who serve as liaisons between the DESE staff and the mentoring team to assist with planning and implementing section specific training. The content advisors are familiar with what is expected in today's classrooms and offer guidance in working with students, parents, administrators, other teachers and the DESE staff.

The content advisor:

- Keeps open lines of communication with mentor teams monthly starting in early August.
- Keeps open communication with mentor team building administrators at least twice a year. Introduce yourself in August or September.
- Introduces self to mentor/protégé team.
- Works with DESE staff to plan dates for mentor/protégé meetings.
- Creates agendas for all in-person and/or virtual meetings a minimum of one month prior
- Attends all meetings
- Ensures all documents are uploaded to Google so visible to DESE staff
- Makes DESE staff aware of any/all concerns in a timely fashion and in writing.
- Provides support to new career education teachers (protégés) who are in the mentoring program through contact, possible school visits, and communication with all involved.
- Collects and reviews information prepared by mentors and protégés at the initial meeting, as well as mentoring experience reports and visit reports throughout the mentoring year.
- Serves as the primary contact and informational resource in the specific content area for mentors and protégés.
- Shares with mentors (via e-mail, telephone, etc.) information, concerns, or questions arising during the year.
- Shares pertinent information and resources with DESE staff and mentors.
- Gathers information, advice, and recommendations from participants related to the mentoring program and potential future program changes.
- Notifies DESE that mentoring teams have completed their duties.

DESE Section Staff are individuals at the Department of Elementary & Secondary Education, Office of College and Career Readiness, involved in the leadership of the Career Education Mentoring Program.

The DESE staff:

- Identifies new teachers and assists in related follow-up efforts with their administrators to ensure they have the opportunity to participate in the program.
- Identifies suitable mentors for the new teachers in the program and distributes mentor applications.
- Schedules, designs, and implements the general and content specific components of the mentoring meetings.
- Prepares and disseminates the mentoring program manual.
- Provides ongoing input to the management of the program.
- Negotiates issues that arise throughout the year for both protégés and mentors.
- Provides expertise in the content area regarding expectations.
- Manages contractual documents (for mentors and content advisors) and approves payments and reimbursements.
- Manages and analyzes the online evaluation instrument if applicable, and provides results, by program area, to content advisors.

TIPS ON CLARIFYING THE MENTORING EXPERIENCE

The following list was designed to help clarify what can be accomplished through the mentoring program. Utilize this list in developing the Individual Mentoring Plan.

- Plan an in-person visit to the protégé's school or the mentor's school
- Discuss the expectations for the content area
- Share tips on working with other teachers
- Brainstorm ideas for helping develop lesson plans
- Provide sample lesson plans, if appropriate
- Share classroom management techniques
- Discuss Career and Technical Student Organizations (CTSO)
- Examine student work via face-to-face or virtual methods
- Share reports completed in state reporting
- Demonstrate record keeping
- Visit another teacher's classroom in the district and discuss the observation afterward
- Ask questions to help prioritize issues and concerns
- Develop an action plan for professional growth
- Share resources, materials for a curriculum unit, professional readings, etc.
- Attend a workshop together
- Role model all aspects of professionalism
- Encourage reflection

HANDLING CONCERNS BEYOND THE CONTENT AREA: Some problems and issues may surface for the protégés that stem from their school or district. The protégés may be unsure how to handle feelings of being overwhelmed from a perceived lack of assistance, isolation from adults, and exhaustion on a regular basis. They may also be dealing within district communication problems, policy questions, appropriate and timely feedback in their building, and in-service/professional development that does not appear to meet their needs. Such problems and issues are more related to the home district. The mentors can show support by encouraging the protégés to seek out someone in the building or district to help with local questions and issues.

Protégés may have a mosaic of mentors for support in different venues. The role of the DESE content mentor is to support the work and encourage professional growth in the content area. There will be local needs that a local mentor may better address.

MENTORING PROGRAM COMPONENTS

The Missouri Career Education Mentoring Program provides support and guidance for new teachers by encouraging activities the protégé needs to accomplish with assistance from the mentor. At the introductory meeting, mentors and protégés complete the Focal Points Checklist, Decision Points Checklist and Individual Mentoring Plan as a start to the mentoring year. These will guide the team's mentoring experiences throughout the year.

The experiences are planned around the DESE Career Education content area program standards or other program standards from related professional organizations. Suggestions are provided, but the protégé and mentor may propose other activities that are pertinent to the protégé's teaching responsibilities. If the protégé and mentor select experiences not included on the experience selection list, a written description of the experience must be submitted to and approved by the appropriate content advisor. The content advisors and DESE staff will be available to help teams design the Individual Mentoring Plan.

FOCAL POINTS CHECKLIST: This checklist is to be completed by the protégé at the initial meeting of the mentoring team. The checklist should be used to guide the team in identifying which of the 'possible areas of collaboration' are most important to the protégé. The protégé will upload the Focal Points Checklist into Google at the initial meeting.

DECISION POINTS CHECKLIST: This checklist will help establish the structure for the mentoring team. It will be completed as part of the initial meeting for the mentoring year. It can be used to establish communication preferences, identify possible areas of interest to the protégé, and identify reporting and record keeping practices. The decision points checklist, will be upload in Google during the initial meeting.

ESTABLISHING THE INDIVIDUAL MENTORING PLAN: Completing the Individual Mentoring Plan will identify experiences to address and give a timeline for completing these experiences. This plan can be revised at any time during the year. The goal is to plan experiences that support work the protégé needs to accomplish during the teaching year. The mentor and the protégé will review the Focal Points Checklist together in order to identify specific areas of concern with which the mentor can help. This list of experiences selections will provide a good starting point to decide focal points for the protégé in the coming year. The Individual Mentoring Plan, will be reviewed by the content advisor and upload in Google during the initial meeting.

MENTORING EXPERIENCES FOR EACH SEMESTER: Based on the challenges presented to new teachers, there are a multitude of growth opportunities confronting the protégé. During this mentoring program, the protégé will select two of these opportunities each semester and use them for their mentoring experiences. As each experience is completed by the protégé, with the guidance of the mentor, the final project is e-mailed to the mentor for final comment by stated deadline. At this point, the mentor completes a *Mentor Comment Form* to be emailed back to the protégé by the stated deadline. Then, after discussion, the protégé uploads the completed experience and comment form to Google. This form indicates the mentor and protégé have been working together and completed that specific experience from the Individual Mentoring Plan.

A total of four experiences should be completed over the school year. The timeline is determined by the

mentoring team with input from the content advisors. The team is allowed flexibility in selecting the appropriate experiences and setting the timelines.

ON-SITE VISIT: An on-site visit provides an opportunity to gather more information, observe how things are organized, and review resources. This is another opportunity for the mentor and protégé to dialogue, share resources, and check their progress in working together. Consider making the visit on a scheduled professional development release day, unless the visit is to observe student/teacher interactions. The visit is to support the needs of the protégé and not for evaluating the protégé.

The purpose of the visit needs to be determined prior to making the visit. The visit is highly suggested to take place at the Protégé's school. When making an on-site visit, the visiting party should follow all procedures for the school being visited, including checking in at the office, knowing where the host team member will meet the visiting team member, making introductions to the hosting administrator. It is important that you take the time to plan this visit and follow the time together with a reflection of what was gained.

The visit may address many things, but the primary purpose is to support the needs of the protégé. Here are some suggestions for the visit:

- Identify any concerns to be addressed prior to the visit.
- Begin the visit on a positive note.
- Tour the facilities.
- Examine curriculum and/or resources.
- Discuss student organization, class management, state reporting and timelines, Missouri School Improvement Program (MSIP), laboratory management, etc.
- Talk about balancing career and personal issues.
- Be sure concerns and needs have been addressed.
- Allow time to reflect together at the end of the visit.
- Check with your content advisor(s) about any questions.

After a visit is completed, the mentor will complete the *Mentor/Protégé Visit Report*. The mentor will send a copy of the form to the protégé to upload to Google.

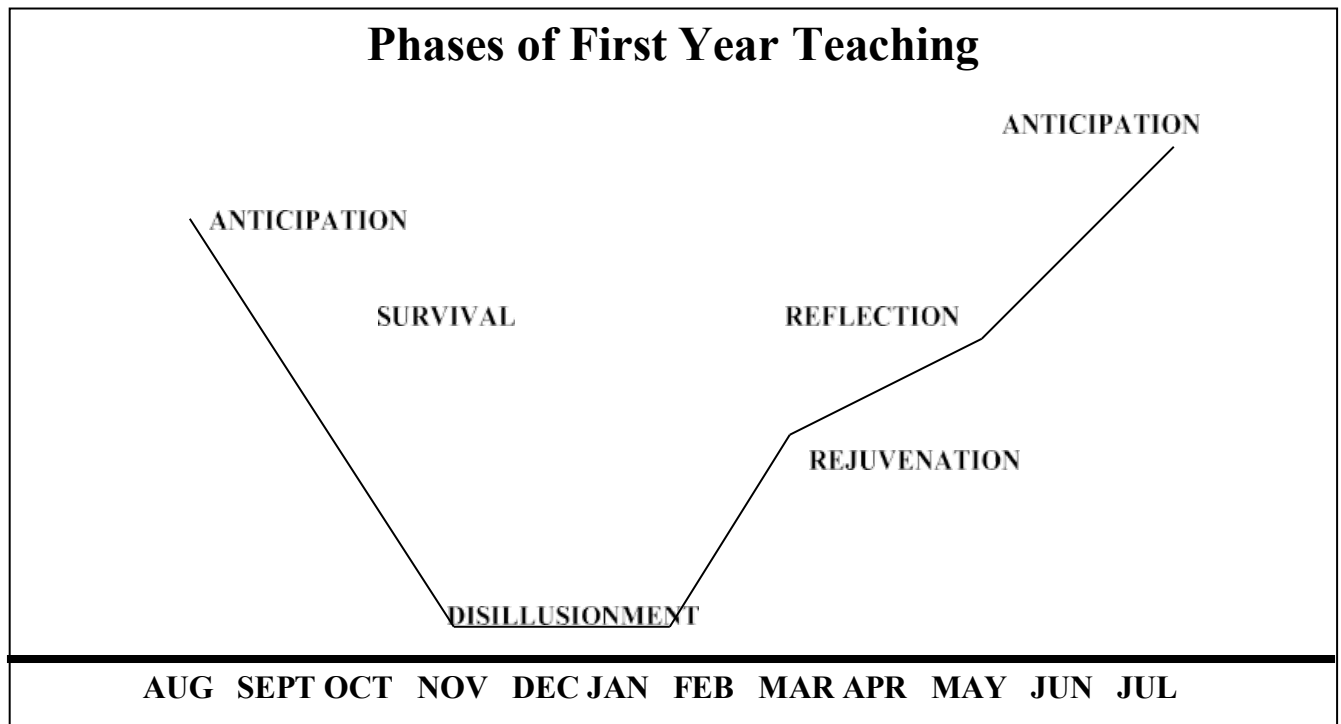
MENTORING PROGRAM EVALUATION: A mentoring program evaluation may be conducted at the end of each year by the appropriate program section. Mentors and protégés will be asked about their views on relationships created, benefits and learning, program materials, and other questions deemed appropriate by the program section staff.

THE IMPORTANCE OF MENTORING

Confidence and enthusiasm are gifts resulting from a quality mentoring relationship, both for the protégé and for the mentor. These gifts can be greatly enhanced through understanding, planning, and reflective practices. As with classroom instruction and all endeavors, the magic of the mentoring relationship takes shape through disciplined planning, understanding, and the willingness to learn and teach at unexpected moments. The information and processes in this manual should guide you to a fruitful mentoring relationship. Start with enthusiasm and build confidence through the mentoring year.

PHASES OF FIRST YEAR TEACHING

The school year has ups and downs! In looking at the *Phases of First Year Teaching*, you can better understand what may be happening at various times throughout the school year. It may offer some insight as to why new teachers may be feeling the way they are. The following chart shows the phases as they occur during the year followed by a description of each phase. It is interesting to talk about these phases and how they change for a more experienced teacher (Lipton & Wellman, 2003).



Source: Lipton & Wellman (2003)

Anticipation: New teacher begins to anticipate the happenings of the first year of work. When entering the classroom, the teacher holds a commitment to make a difference. This is a very large goal, and teachers often are vague and rather idealistic about how they will accomplish this goal.

Survival: Around the middle of September and October, realities are setting in. New teachers are faced with many different problems for the first time and have no past experience to help solve them. Most teachers feel they are running to stay up with things and don't have time to reflect on their work and continue to prepare.

Disillusionment: This happens around the middle of October and runs into January. This is the "hit-the-wall" time after working nonstop since the beginning of school. This stage will vary in intensity and length. Novice teachers begin to second-guess their abilities, commitment, and worth in the teaching field. Teachers may get sick during this time because of fatigue. Many events are occurring during this time such as back-to-school night, their evaluation with their administrator, and parent conferences, etc. This phase is usually the toughest challenge to overcome.

The mentor can share materials and offer tips for managing this phase. Mentors need to support the protégé and examine what has been accomplished and what can be given up as unnecessary or ineffective routines. They need to also acknowledge the protégé's feelings of inadequacy and not diminish them by suggesting that these feelings will just go away.

Rejuvenation: A winter break will mark a transition in the pace of the school year. Being with family and friends over the break helps the teacher become grounded again. Many times, there will be a clearer understanding of the realities of the classroom and new teachers will begin to sense their accomplishments thus far. This phase will last into spring. There will be a sense of urgency as the year is coming to an end, that things must be accomplished.

Reflection: The last weeks of the first year are good for reflecting and taking stock in their work. Mentors are essential in helping new teachers remember how far they have come and what they have learned, what they would modify, and what could be set aside.

REFLECTIVE PRACTICE: Establishing reflective practice is important to all teachers because teaching is conducted in the isolation of the classroom. Taking 15-20 minutes per week to write your thoughts about teaching can bring teaching practice into focus. Reflective dialogue with a partner is one way of looking at the practice of teaching.

Another way is through journal writing of happenings along with your reaction to what happened. Notes about your teaching experiences do not have to be formal writings.

One reflective process is P+M-I*, which was developed by Edward De Bono to provide a simple framework for reflection and self-assessment. It is as simple as having three columns to record your thoughts in: P+ would be the positives, M- would be the negatives and I* are the interesting or intriguing ideas that are neither plus nor minus. This process can be utilized by both the mentor and the protégé to reflect on something related to mentoring, teaching practice, or even parent conferences (Lipton & Wellman, 2003).

As the mentoring team discusses reflection notes, you will begin to see recurring practices and thoughts about teaching. These writings can provide a better understanding of your teaching practices (Udelhofen & Larson, 2003).

REFERENCES & RESOURCES

Dareesh, J. C. (2003). *Teachers Mentoring Teachers*. Thousand Oaks, CA: Corwin Press, Inc.

Jonson, D. F. (2002). *Being an Effective Mentor*. Thousand Oaks, CA: Corwin Press, Inc.

Lipton, L., & Wellman, B. (2003). *Mentoring matters: A Practical Guide to Learning Focused Relationships*. Sherman CT: MiraVia, LLC.

Portner, H. (2002). *Being Mentored: A Guide for Protégés*. Thousand Oaks, CA: Corwin Press, Inc.

Udelhofen, S., & Larson, K. (2003). *The Mentoring Year*. Thousand Oaks, CA: Corwin Press, Inc.

STRUCTURED EXPERIENCES OVERVIEW

Experiences are planned by the mentoring team to support the protégé in undertaking the professional responsibilities of teaching in the building, district, and state. These experiences utilize content area program standards, protégé's classroom situation, strengths, identified needs, and prior experience.

INTENT OF THE MENTORING EXPERIENCE:

- Focus on support for new and returning teachers based on their needs;
- Focus on program standards for student achievement within the protégé's specific program area;
- Offer a variety of effective professional development activities for teaching and learning practices; and to
- Create a plan of action that provides a record keeping and accountability system to support the protégé's school district's overall professional development goals.

PLANNING CALENDAR FOR THE MENTORING YEAR: To assist in keeping track of work to be completed during the mentoring year, a calendar is provided. The intent of this calendar is to be a quick reference for target deadlines.

FOCAL POINTS CHECKLIST: This checklist is to be completed by the protégé at the initial meeting of the mentoring team. The checklist should be used to guide the team in identifying which of the 'possible areas of collaboration' are most important to the protégé. The protégé will upload the Focal Points Checklist into Google at the initial meeting.

DECISION POINTS CHECKLIST: This checklist will help establish the structure for the mentoring team. It will be completed as part of the initial meeting for the mentoring year. The checklist helps clarify communication norms and identify possible areas of interest to the protégé. The protégé will upload the Decision Points Checklist into Google at the initial meeting.

INDIVIDUAL MENTORING PLAN: Activities, strategies, and target deadlines are identified and agreed upon by the mentoring team. Activities will focus around the mentoring experiences selected by the team. The experience selections list allows for flexibility in meeting the needs of the protégé.

Two experiences are to be selected for the first semester and two for the second semester. The content advisors and DESE staff will provide guidance, background information, and suggestions during the planning process at the first meeting of the mentoring year. The protégé will upload the Individual Mentoring Plan into Google at the initial meeting.

The Individual Mentoring Plan ensures agreement on purpose and action by the team. The plan may be revised and adjusted at any time to keep it current and to reflect the protégé's professional growth needs. Any changes need to be shared with the content advisor(s) to whom you send the reports of your experiences.

MENTORING EXPERIENCES and MENTOR COMMENT FORM: Experiences for the year may be selected from the list of experience selections. As each experience is completed by the protégé, with the guidance of the mentor, the final project is e-mailed to the mentor for final comment by stated deadline. At this point, the mentor completes a *Mentor Comment Form* to be submitted back to the protégé by the stated deadline.

Then, after discussion, the protégé uploads the completed experience and comment form to Google by the deadline. The content advisor(s) may request additional information about the experience.

ON-SITE VISIT and REPORT: The on-site visit is planned to support the needs of the protégé. One in-person visit is required. The visit is highly suggested to take place at the Protégé's school. Determine the primary goals of the visit and make the request of the administrators to participate in this visit either as the visitor or the host. The on-site visit section in the manual can provide guidance in planning the visit. After a visit is completed, the mentor will complete the *Mentor/Protégé Visit Report*. The mentor will send a copy of the form to the protégé to upload to Google.

Networking and Professional Development Verification Form: This form is to be completed by protégé after attending additional networking and professional development throughout the year. Protégés must participate in two additional networking and professional development opportunities throughout the year, outside of the mentorship program. After the activity, Protégés must complete Networking and Professional Development Verification Form and email to the mentor for comment. The mentor completes the Networking and Professional Development Verification Form and submits it back to the protégé. The protégé then uploads the Professional Development Verification Form to Google.

FORMS and MENTORING MANUAL: The manual contains master copies of all forms. All mentoring materials may be accessed online at <http://dese.mo.gov/college-career-readiness/career-education/forms-applications>.

FOCAL POINTS CHECKLIST

Review the statements below with your mentor. Mark the box indicating your level of concern about or interest in the topic at this time. **RATINGS: 1-low level of concern or interest, 2-moderate level of concern or interest, 3-high level of concern or interest**

New Teacher Needs	1	2	3
Classroom Management			
Anticipating and preventing disruptions in the classroom			
Setting up and organizing classroom, lab and/or shop area			
Strategies to use when disruptions occur			
Student Motivation			
Motivating difficult students			
Working with special needs students			
Socio-cultural Awareness of Sensitivity			
Working with students from diverse cultures and ethnicity			
Working with students who are at-risk, abused, come from complicated home lives, are pregnant, or transient			
Classroom Instruction			
Adapting knowledge and expertise to effective lessons for students			
CTSO's-starting a chapter and advising students			
Developing curriculum/lessons that align to national and state			
Using a variety of teaching strategies for a variety of student learners			
Writing a syllabus and lesson plans			
Technology in the Classroom			
Keeping up with changes in technology			
Ways to get the latest technology for classroom instruction			
Time Management			
Balancing personal and professional obligations			
Organizing time and work on a daily basis			
Timing of lessons and activities			
Using class time efficiently			
Accountability			
Administering technical skills assessments and end of course			
Assessing and reporting student learning			
Matching classroom learning objectives to assessments with standards			
Understanding my legal rights and responsibilities as a teacher			
Using a variety of assessment strategies in grading			
Workload			
Balancing personal and professional responsibilities			
Meeting deadlines of district and/or building paperwork			
Organizing and managing a classroom, lab and/or shop			
Preparing lessons/activities for multiple courses			
Supervising extracurricular activities			
Working with a difficult or overloaded class			
Solitary Work Environment			
Feeling of loneliness and isolation/lack of adult interaction			
Finding appropriate professional learning opportunities			
Participating in professional organizations			
Relationships with Parents and Colleagues			
Developing collaborative relationships with my mentor(s) and			
Preparing for parent conferences and Back to School Night			
Promoting program and career opportunities for students			
Working effectively with administration and colleagues			

DECISION POINTS CHECKLIST

Together the mentor and protégé use the Focal Point Checklist 0 to determine which of the ‘possible areas of collaboration’ are most important to the protégé at this time. Check the “concerned” column if the item was a level 2 or 3. This information should guide the team in deciding which structured experiences the protégé will work on during the first year. Use the Notes/Actions section to assist you in completing the Individual Mentoring Plan. List the top 4 concerns to work on at the bottom of the sheet.

DECISION POINTS	CONCERN	NOTES/ACTIONS
Possible Areas of Collaboration		
Classroom Management		
Student Motivation		
Socio-cultural awareness of sensitivity		
Classroom instruction		
Technology in the classroom		
Time management		
Accountability		
Workload		
Solitary Work Environment		
Relationships with Parents & Colleagues		
Additional Areas		
Certification requirements		
Cooperative strategies, if relevant		
Program area resources		
Professional organizations		
Record keeping		
State reporting		
Student organizations		
When and how to communicate		
Planned visit(s) when/where		

Top FOUR concerns as identified from above list:

- 1.
- 2.
- 3.
- 4.

MENTOR/PROTÉGÉ CONTACT FORM

This must be typed!

Protégé Contact Information	
Protégé Name:	
School Name & Mailing Address:	
Email:	
When do you check the above email? Only during the school day 24/7 (days, nights, weekends, holidays)	
School phone:	Cell Phone:
Preferred Method of Contact: E-mail Text Phone Call	
Building Administrator Name:	
E-mail:	School Phone:

Mentor Contact Information	
Mentor Name:	
School Name & Mailing Address:	
Email:	
When do you check the above email? Only during the school day 24/7 (days, nights, weekends, holidays)	
School phone:	Cell Phone:
Preferred Method of Contact: E-mail Text Phone Call	
Building Administrator Name:	
E-mail:	School Phone:

Content Advisor Contact Information				
Name:	Content Advisor: Initial here to APPROVE the IMP <div style="border: 1px solid black; height: 30px; width: 100px; margin-top: 10px;"></div>		Content Advisor: Initial here after you RECEIVE the IMP <div style="border: 1px solid black; height: 30px; width: 100px; margin-top: 10px;"></div>	
Cell Phone:				
Email:				
Mailing Address:				
City/State/Zip:				

DESE Staff Contact Information
Name: Leslie Crider; Leslie.Crider@dese.mo.gov 573.522.6540

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INDIVIDUAL MENTORING PLAN (IMP)

This form must be filled out electronically and uploaded to Google before the end of the first meeting. Any changes are to be discussed/communicated with the content advisor.

Protégé Name: _____

Mentor Name: _____

Teaching Content Area: _____

Experience Selection Number: _____	Due Date: _____
Experienced Planned:	
Experience Selection Number: _____	Due Date: _____
Experienced Planned:	
Experience Selection Number: _____	Due Date: _____
Experienced Planned:	
Experience Selection Number: _____	Due Date: _____
Experienced Planned:	

- You MUST first seek approval from the content advisor before seeking a different experience than what is on this form.
- We strongly encourage you to communicate with your mentor and/or protégé once a week via text message, email, phone call, or other electronic methods.
- This form must be typed and uploaded to Google prior to leaving the first meeting—if there are concerns or things to be changed—you will be notified within a week by your content advisor.

EXPERIENCE SELECTIONS

**(Missouri Teacher Development System Alignment)*

1. Following the district's format, create a syllabus for a course, including the following:
 - a. rationale which relates the course goals to the district's mission and philosophy
 - b. general description of the content of the course
 - c. general goals for graduates in the program area
 - d. other information students need to know about the course *(Instructional Designer)
2. With the help of your CTSO officers and committee chairs (if possible), create a program of activities/calendar for the organization, including activities designed to develop leadership skills, community/school service, occupational competence, and professionalism. Ideally, the program of work is aligned with curriculum goals and objectives and will be approved and implemented by all chapter members.
Review your content area's program resource book/handbook and prepare a personalized planning calendar of school and professional happenings and deadlines. *(Instructional Designer; Community Builder; Classroom Manager)
3. Prepare a professional development plan for the upcoming school year; your plan should align with your individual performance-based teacher and evaluation. Suggestions for areas of focus include classroom management, high-stakes accountability, time management, sensitivity awareness, classroom instruction, student motivation, technology in the classroom, and relationships with parents/colleagues. *(Professional; Classroom Manager; Community Builder; Reflective Learner)
4. Establish an advisory committee comprised of representatives from aspects of current and emerging local and state-level industry, appropriate local district representatives, and, possibly, postsecondary representatives. Schedule the date of the first advisory committee meeting and prepare the meeting agenda.
Revise, as needed, a year-long plan for an advisory council. Include information pertaining to procedures for establishing the council, selection of members, terms of service, meeting guidelines, suggested plan of activities (council work), and recognition of council members.
*(Professional; Community Builder; Instructional Designer)
5. Complete the [*Common Criteria and Quality Indicators for Career Education Programs, Evaluation and Program Improvement Tool*](#) for your content area program. *(Reflective)
6. Develop a system to track mastery of competencies. Check with your school administrators or co-workers to see how this is managed in your building or district. *(Classroom Manager; Instructional Designer; Facilitator of Student Thinking & Learning)

7. Incorporate critical thinking/practical problem solving into a lesson. *(Instructional Designer; Facilitator of Student Thinking & Learning)
8. Work with students to prepare a classroom project to enter in a CTSO event and submit the completed project to mentor. *(Instructional Designer; Community Builder)
9. Develop curriculum for student portfolios with appropriate assessments. *(Instructional Designer; Facilitator of Student Thinking & Learning)
10. Develop an oral presentation (outline or PowerPoint slides) to use in presenting your program to prospective students. *(Professional)
11. Develop a comprehensive plan for recruiting new students into your program and retaining current students. Include an analysis showing trends in enrollment for the courses in your program and plan to track changes in enrollment based on implementation of your plan.
*(Professional; Community Builder)
12. Select a unit and identify (a) measurable competencies aligned with assessment methods, (b) activities to support learning, and (c) related resources. *(Reflective Learner; Instructional Designer; Classroom Manager)
13. Prepare a comprehensive plan for promoting your program to the community. Include any community events that will be used to highlight the benefits students receive by participating in your program, plans to use the media to provide information, and other strategies or resources to help with promotion. *(Professional; Community Builder)
14. Develop a brochure/flyer electronic document to use in promoting your program.
*(Professional)
15. Write a grant for 1) enhancing student learning in your program and/or 2) for enhancing technology in your program. *(Community Builder)
16. Develop or update and implement a written articulation agreement or make dual credit arrangements with a postsecondary institution. *(Instructional Designer)
17. Develop a plan to identify and utilize community resources for program enhancement.
*(Community Builder)
18. Develop a cooperative training agreement that meets the quality standards described in department policies for credit and supervised employment. *(Instructional Designer; Community Builder; Professional)
19. Develop curriculum, containing all the required MSIP components, for one of your courses.
*(Instructional Designer)

Structured Experience # _____

Mentor Comment Form

Upon completion of each of the four structured experiences, the protégé will e-mail paperwork supporting his/her work to the mentor. The mentor and protégé will discuss the experience. After reviewing the paperwork submitted and discussing the experience with the protégé, the mentor will complete the Structured Experience Mentor Comment Form, e-mail it to the protégé to see both are in agreement. Once agreement is made—protégé uploads the experience and the comment form to Google.

Date:	Mentor:
Program Area:	Protégé:
Mentoring experience identified by the protégé/mentor team:	
Comments on thoroughness, practicality, and usefulness:	

Mentor Signature

Mentor/Protégé Visit Report

A first semester visit is required.

The visit is highly suggested to take place at the Protégé's school. A few days prior to the scheduled visit the team should discuss their goals and topics for discussion during the visit. When making an on-site visit, the visiting party should follow all procedures for the school being visited, including checking in at the office, knowing where the host team member will meet the visiting team member, making introductions to the hosting administrator.

The mentor will electronically complete the form and the protégé's will upload this form to Google.

Program Area:	Date of Visit:
Mentor Name:	Protégé Name:
Location of Visit:	
Topics discussed during visit:	
Suggested strategies discussed:	
Mentor Signature:	Protégé Signature:

Communication Log Completed by Mentor

Mentor Name:	Protégé Name:
Date:	Mode of Communication: Email or Phone Call
Monthly Topic:	
What help is needed:	
Information and Ideas Discussed:	

Networking and Professional Development Verification Form # _____

Upon completion of each of the networking and professional development opportunity, the protégé will e-mail paperwork supporting his/her work to the mentor. The mentor and protégé will discuss the experience. After reviewing the paperwork submitted and discussing the experience with the protégé, the mentor will complete the Networking and Professional Development Verification Form, e-mail it to the protégé to upload to Google.

Program Area:	Date:
Protégé Name:	Mentor Name:
Location:	Hours:
Brief description of networking/professional development opportunity (attach agenda if possible): 	
Mentor Comments: 	
Protégé Signature:	Mentor Signature:

Mentoring Communication Topic List

September - Classroom Management

- Classroom Procedures
- Late work
- Setting up labs
- Strategies for disruptions or lab issues

October - CTSO Affiliation/Leadership Conference

- Navigating the DECA or FBLA Website
- Registering Members
- Program of Work
- Officers
- Fundraising
- Permission Slips
- Registering for Leadership Conference

November - Classroom Instruction Resources

- Find out needs of protégé
- One instructional resource/lesson you felt went well
- One area you feel needs help?
- Ideas/Resources based on needs of protégé
- Sharing of resources/names of other teachers
- Technology in the classroom

December - CTSO Events

- Explanation of Event Types
- Incorporated into coursework
- Preparing for Events
- Specific help needed by protégé
- Areas mentor struggles with or has struggled with

January - Time Management/Workload

- Share ways protégé and mentor have found to meet deadlines
- Discuss supervision of extracurricular activities
- Discuss the need and approval to say no to district/building requests of time based on current duties
- How to balance personal and professional responsibilities

February - Relationships with Parents/Colleagues

- Difficult parent/student conversations
- Promoting program and career opportunities for students and parents
- Working effectively with administration and colleagues
- Preparing for State DECA/FBLA Conference

March - Student Motivation

- Ways to keep students motivated after spring break
- Working with students with trauma
- Preparing for National Conference
- How to keep CTSO members engaged after State

April - Solitary Work Environment/Summer Conference

- Participation in MoACTE and MBEA or MCEA Professional Development
- Registering and funding for MBEA or MCEA Conference
- Closing out the year, labs and classrooms
- Finding colleagues in your building
- Connecting with teachers across the state

BMIT MENTOR/PROTÉGÉ CALENDAR

Year One

First Semester

Communication Log Completed Monthly by the 3rd Friday of the Month

September 25 Mentor & Protégé Initial Meeting, Jefferson City, MO – Mandatory in-person meeting

- Focal Point Checklist, Decision Points Checklist, and Individual Mentoring Plan will be completed together by protégé and mentor and uploaded to Google before end of meeting

October 21 E-mail completed Experience 1 by the protégé to mentor

October 23 E-mail Mentor Comment Form completed to the protégé

October 25 Protégé uploads Experience 1 & Comment Form to Google

December 2 E-mail completed Experience 2 by the protégé to mentor

December 4 E-mail Mentor Comment Form completed to the protégé

December 6 Protégé uploads Experience 2 & Comment Form to Google

December 6 Protégé uploads Mentor/Protégé Visit Report to Google

December 13 Content advisors communicate semester one progress to building administrators

Second Semester

Communication Log Completed Monthly by the 3rd Friday of the Month

February 3 E-mail completed Experience 3 by the protégé to mentor

February 5 E-mail Mentor Comment Form completed to the protégé

February 7 Protégé uploads Experience 3 & Comment Form to Google

March 3 Email completed Experience 4 by the protégés to mentor

March 5 Mentor completes/discusses Comment Form

March 7 Protégé uploads Experience 4 & Comment Form to Google

March 7 Protégé uploads Networking/Professional Development Forms (2 forms) to Google

March 31 Content advisor communicates semester two progress to building administrators

April 7 Online program evaluation survey link emailed to mentors and protégés

April 14 Online program evaluation surveys completed

Content advisor sends list of program completers to DESE staff

April 30 Mentor and content advisor payment requests will go to UCM Accounts Payable

May 30 Payment to mentors finalized, payment to mentor in June.

Payment to the protégé's school is made in June.

BMIT MENTOR/PROTÉGÉ CALENDAR

Year Two

First Semester

Communication Log Completed Monthly by the 3rd Friday of the Month

October 1 Mentor & Protégé Meeting,

- Focal Point Checklist, Decision Points Checklist, and Individual Mentoring Plan will be completed together by protégé and mentor and uploaded to Google before end of meeting

October 25 Assessment Activity in Google.

December 2 Completes any extra experiences needed to make sure you have an experience in each of the six focus areas.

December 6 Protégé uploads Mentor/Protégé Visit Report to Google

December 13 Content advisors communicate semester one progress to building administrators

Second Semester

Communication Log Completed Monthly by the 3rd Friday of the Month

March 31 Content advisor communicates semester two progress to building administrators

April 7 Online program evaluation survey link emailed to mentors and protégés

April 14 Online program evaluation surveys completed
Content advisor sends list of program completers to DESE staff

April 30 Mentor and content advisor payment requests will go to UCM Accounts Payable

May 30 Payment to mentors finalized, payment to mentor in June.
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2024-25 BMIT Mentoring Due Date and Upload Links

Year One

Title	Google Form Upload Link	Due Date
Mentor/Protege Contact Form	https://forms.gle/oU9AwrHsoGWCW33b9	09/25/24
Communication Logs	https://forms.gle/SfAAyiq2HdawPiXx5	3rd Friday Monthly
Focal Points Checklist	https://forms.gle/tQRoxroDYR8mWxiL8	09/25/24
Decisions Points Checklist	https://forms.gle/jRsQgi4CsRgp7FAc7	09/25/24
Individual Mentoring Plan	https://forms.gle/hQUPKMLYrTvdVee67	09/25/24
Experience 1	https://forms.gle/Wf5R8thSCd2Ejz9p8	10/25/2024
Experience 2	https://forms.gle/SVUivSodPbpYrNEb9	12/06/2024
Experience 3	https://forms.gle/vfKyhqeVSitVcSMx9	02/07/2024
Experience 4	https://forms.gle/7r5EDzz3eQWRDB3L8	03/07/2024
Mentor/Protégé Visit Report	https://forms.gle/Jnif2rR4XFBc5cXN6	12/06/2024
Networking and Professional Development Verification Form #1	https://forms.gle/TK96ZUfBVb4LenMN9	03/07/2024
Networking and Professional Development Verification Form #2	https://forms.gle/APWqzXbzEbQrNWbv8	03/07/2024

Year Two

Mentor/Protege Contact Form	https://forms.gle/LcHh5DrnZLBzWeMS9	10/01/24
Communication Logs	https://forms.gle/QH9aHRW7TBheJFRd7	3rd Friday Monthly
Focal Points Checklist	https://forms.gle/1BCFnMSs3N2aACxh8	10/01/2024
Decisions Points Checklist	https://forms.gle/ftdm6T8VMzkhvhhkC9	10/01/2024
Individual Mentoring Plan	https://forms.gle/jpoLXDV5ZysAvRW78	10/01/2024
Assessment Activity - <ul style="list-style-type: none"> Instructions Video CTE Mentoring Assessment Activity Example CTE Mentoring Assessment Activity Template 	https://forms.gle/hkC5suZctnrRgbbMA	10/25/24
Mentor/Protégé Visit Report	https://forms.gle/ckXdo1SCTiTi22hT6	12/06/2024
Experience - If needed	https://forms.gle/KHgupZTiSkJvrxQBA	12/06/2024